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ABSTRACT

The annotated bibliography describes the content of 71 documents treating the role of women as public school administrators. Of the documents, 16 discuss current trends in the employment of women as administrators, 28 concern the attitudes and perceptions of society concerning the presence of women in leadership positions in education, 13 review studies of the performance of women in administrative roles, and 14 analyze programs and procedures for increasing the representation of women in educational leadership. The compiler introduces the bibliography with a brief history of the role of women in education, describes the research effort prompting development of the bibliography, and defines critical terms. The bibliography concludes with a brief summary of the major implications of the literature reviewed and presents nine recommendations addressed to the educational establishment, to government agencies, and to women regarding policies for increasing the participation of women in educational leadership. (PGD)

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THE ROLE OF WOMEN AS EDUCATIONAL LEADERS IN THE PUBLIC SCHOOLS

BY

CHARLOTTE GRAFF MOSLEY

EA 014 793

Submitted in partial fulfillment of the requirements
for the course S591--Exit Project
Indiana University at South Bend
June, 1982

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INTRODUCTION

Nearly four hundred years before the birth of Christ, the Greek historians and philosophers, Xenophon, Plato, and Aristotle wrote of the relationship of women to the family and the state. The Greek perception of the perfect woman was one who could cook, sew, and bear children, but not opinions. To accomplish this, God had given her special gifts, different from and inferior to those given to man. Because she was inferior to the Greek ideal of manhood, she was dependent on the men of her family, father, brother, husband, to make decisions for her. The primary duty of woman was to stay at home and tend to her husband and family. And inferiority begat dependence, and dependence begat denial of self.

The Greeks bequeathed their culture to the Western World, and this concept of a woman's place was a part of the gift. When the first white man set foot on American soil, he carried this Greek ideal of womanhood with him. To the New World, he brought the Bible and the culture of the patriarchal European society.

When the first schools were established, female teachers were considered fit only to teach young boys. More advanced training was under the tutelage of males. The seventeenth-century "dame schools" actually excluded girls, for fear that they would learn to write and forge their husbands' signatures. Later girls were permitted to attend school, only to fill up unused spaces. (Taylor: 1973, 124)

The upheaval of the Civil War forced the lifting of some barriers against women. Women were needed as teachers which necessitated their being educated. By 1870, nearly two-thirds of the public school teachers were women. Public approval of women as school teachers was easily obtained. Not only did the role of teaching fit in with the maternal role of women, but it also fit the pocketbooks of the tax-paying public. Women were a cheaper source of labor than their male counterparts. Women such as Ella Flagg Young, National Education Association president in 1910, and Susan M. Dorsey, superintendent of schools in Los Angeles from 1920-1929, emerged in the early twentieth century as educational leaders. (Smith:117)

The major takeover by men in educational administration was shaped by postwar events and attitudes. Veterans were drawn to education in large numbers during periods when jobs in industry were scarce, and the GI Bill helped them get educational credentials. They quickly climbed the organizational ladder. Many soon replaced female administrators because of alleged public concern that boys were being "feminized" by women teachers and needed male authority figures as role models. (Rosser:31)

These events inspired Elizabeth Koontz, past president of the National Education Association to write: "Women have in fact, been around since the Stone Age, but the names of few appear in 5,000 years of written history. In other words, more than half of the world's population has been kept under wraps for as long as mankind has existed. . . . Women educators will continue to be anonymous or even nonexistent unless they pursue their careers to the fullest. (Koontz: 25)

STATEMENT OF THE PROBLEM

Although women comprise a majority of the public school teachers in the United States, the number of women in administrative roles in education is minuscule. Despite the fact that research studies have shown women to be effective educational leaders, men have continued to dominate educational administration. This situation was the basis for this study.

PURPOSE OF THE STUDY

The purpose of this study was to identify the major reasons for the disproportionately low number of women administrators as compared to the percentage of females who were classroom teachers and to provide recommendations for alleviating these inequities.

ORGANIZATION OF THE STUDY

The first section of the study dealt with the current trends of women as educational leaders.

The second section examined the attitudes and perceptions regarding women as educational leaders.

The third topic presented the data concerning the performance of women as administrators in the public schools.

The last section studied the programs and procedures designed to increase the number of qualified women in educational leadership roles. Within each section, annotations were arranged alphabetically by the author's name.

DEFINITIONS OF TERMS

Achievement motivation -- "A disposition to seek success in any situation where standards of excellence are applied." (McPheron and Smith: 22)

Affirmative action legislation -- "The laws require not merely that employers stop any illegal discriminatory practices but also that they take positive action--for example, that they make a special effort to include women and minorities among those who are reached by their job advertisements. Employers must make a good-faith effort to seek out, hire, and promote women and minority group men on the same basis as majority members are sought, hired, and promoted." (Farley: 14)

Androgynous theory of leadership -- "Virtues such as courage, ambition, compassion, and independence are human character traits and can be developed by either sex." (McPheron and Smith: 25)

Discrimination model -- "This model draws on the assumption that institutional patterns are a result of the efforts of one group to exclude participation of another. As applied to education, it would assume that men advance to higher levels because they are favored in promotional practices and than women cannot advance even if they so choose." (Estler: 369)

Equal Pay Act of 1963 (The) -- "An amendment to the Fair Labor Standards Act, which went into effect in June, 1964. Employers are prohibited from paying women and men different wages when they do jobs that are the same or similar in skill, effort, and responsibility, and that are performed under similar working conditions. The act covers employers and unions in industries engaged in interstate commerce. This act is commonly classified under the affirmative action legislation." (Farley: 12)

Executive Order 11246 --"Classified under affirmative action legislation, the law not only bans discrimination against applicants and employees on the basis of race, color, religions, sex, or national origin; it also requires that employers take affirmative action to insure the provision of equal opportunity. The law covers employers with federal contracts or subcontracts of more than $10,000." (Farley: 12)

Idiographic dimension -- "An element of a social system defined in the Getzels' model of organization behavior as the dimension which represents the individuals in the roles of the institution with their different personalities, backgrounds, and needs." (Peters: 15)

Internships -- "Provide on-the-job training, opportunities to demonstrate competence, and leadership ability, and interaction with other administrators as colleagues." (Adkison and Bailey: 12)

Masculine ethic -- "This ethic assumes that particular traits belonging to males are necessary for effective management." (McPheron and (Smith: 23)

Mentor -- "A close, trusted, and experienced counselor or guide." (Webster: 1412)

Meritocracy model -- "This model assumes that the most competent people are promoted according to their ability. It would then assume that men occupy the highest positions because men are the most qualified people in the pool of candidates for a given job." (Estler: 370)

Motive to Avoid Success -- "A disposition to become anxious about achieving success because of expectations of negative consequences such as social rejection and/or feelings of being unfeminine as a result of succeeding." (Horner: 47)

Nomothetic dimension -- "An element of a social system defined in the Getzels' model of organizational behavior as the dimension which includes the roles in the institutions of the social system (such as the principal, teachers, counselors, and students in a school) and the expectations associated with these roles." (Peters: 15)

Project Delta -- "Design for Equity: Leadership Training Attitudes was a two-year project conducted at Wichita State University in Kansas (1976-78); its purpose was to develop a model for enhancing the entry of women into administrative leadership positions." (Kimmel, Harlow, and Topping: 1979, 587)

Project Flame -- "Female Leaders for Administration and Management in Education was designed to increase the professional opportunities for women aspiring to be administrators in the state of Texas." (Kimmel, Harlow, and Topping: 1979, 586)

Sex role standards -- "The sum of socially designated behaviors that differentiate between men and women." (Broverman, et al: 60)

Stereotype -- "A standardized mental picture held in common by members of a group and representing an oversimplified opinion, affective attitude, or uncritical judgment (as of a person, a race, an issue, or an event)." (Webster: 2238)

Title IX of the Education Amendments Act of 1972 --"Classified under affirmative action legislation, it bans discrimination on the basis of sex in all federally funded education programs. The law covers public and private preschools, elementary and secondary schools, vocational and professional schools, graduate schools of higher education, and public undergraduate institutions of higher education." (Farley: 13)

Title VII of the Civil Rights Act of 1964 -- "Affirmative action legislation which bans discrimination on the basis of race, color, religion, sex, or national origin in hiring, referral, classification, membership in labor organizations, admission to apprenticeships, and other terms and conditions of employment." (Farley: 12)

WEEAP -- "Women's Educational Equity Act Program provides funding for projects which are designed to increase the opportunities for women in educational administration." (Kimmel, Harlow, and and Topping: 1979, 586)

Woman's-place model -- "This model draws primarily on the assumption of differential socialization for men and women and on the assumption that institutional practices reinforce the differences. It assumes that women and men have been taught to perceive their roles as very distinct and separate. For a woman to succeed in what society designates as a man's role means she has failed in her assigned role." (Estler: 368)

ANNOTATIONS

CURRENT TRENDS IN EMPLOYMENT OF WOMEN AS EDUCATIONAL LEADERS

Carlton, Dean, "Survey of the Status of Females in the School World," Phi Delta Kappan 59:718, June, 1978.

The Redlands University Chapter of Phi Delta Kappa surveyed the Riverside and San Bernardino, California, school districts to study their response to Title IX. Part I of the two-part survey examined the present status of women administrators. Sixty percent of the directors of personnel in the two counties responded to the poll. Their response showed a limited number of credentialed women employees in higher-level administration positions. Whereas women occupied two-thirds of the district consultant positions, only one women out of 44 was serving as an assistant superintendent. Respondents reported that less than one-sixth of the principalships were filled by women. About one-fifth of the directors in the distict offices were women.

Clement, Jacqueline, "Sex Bias in School Administration," in Women and Educational Leadership, pp. 131-138, edited by Sari Knopp Biklen and Marily B. Brannigan, Lexington Books, Lexington, Mass., 1980.

Clement stated that out of the approximately 14,000 superintendencies in operation in 1975, a mere 75-90 were held by women. Most of those were in small districts where the superintendent's position was combined with that of the high school principal. The few women who held prestigious, visible superintendencies were usually black, and in positions of such overwhelming difficulty that success was highly unlikely. Although women were better educated, had more experience, and were older than their male counterparts, they were not hired for the suburban communities or the stable urban areas. Clement also cited the Census data which showed that 37 percent of the male administrators in 1970 earned more than $15,000 a year as compared to 16 percent of the female administrators.

Collins, Lorraine, "About Those Few Women Who Scale the Heights of School Management," The American School Board Journal 163:24-27, June, 1976.

Collins summarized the results of a nationwide sampling of women school administrators conducted by The American School Board Journal. The women included in the survey did not start out as basketball coaches or business managers and jump directly into administration. They typically came from classroom teachers, curriculum directors, and counselors who had spent several years in the classroom. As a group, they gave their boards high marks for supportiveness, understanding, professionalism, and courage. These women believed that mobility was the key factor in their employment as administrators. Women who had chosen to stay put in one school system had reached the top, but at a slower pace.

Crosby, Jeanie West, "An Exploratory Study of Women Superintendents," Ed.D. Dissertation, University of Massachusetts, 1973, University Microfilms 73-31074.

Crosby studied 77 female superintendents employed in 25 states to develop a composite profile of the woman superintendent. The fewest number were employed in the Northwest. Forty-seven percent were employed in the South, and forty-four percent were in the West and Midwest. Nearly one-third worked in school districts of 500 students or less. It was the first superintendent's job for 84 percent. Seventy-six percent had been preceded by men and expected to be succeeded by men. Most were serving in the state where they earned their highest degree. Six percent had doctorates, and 79 percent had master's degrees. Only 12 percent were under 50 and 40 percent were over the age of 60. Nearly half of them earned over $15,000 per year, and approximately one-fourth earned over $20,000. Most rated their job satisfaction in the areas of authority and community recognition from 87.9 to 93.9 percent.

Doughty, Rosie, "The Black Female Administrator: Woman in a Double Bind," in Women and Educational Leadership, pp. 165-174, edited by Sari Knopp Biklen and Marilyn B. Brannigan, Lexington Books, Lexington, Mass., 1980.

In a 1972-73 study of 1,004 black administrators in communities of 100,000 or more, the author found 250 black women serving as administrators. Most of the black women were located in middle to large urban school systems in the North. The relative percentage of black women promoted decreased after 1966. Of black administrators promoted before 1966, women represented 29.3 percent. After 1966, women represented 24.3 percent. A relatively small number, (fewer than 10), had succeeded as superintendents in public school administration.

Gallant, Thomas F., "The Vice-Principalship: An Important Step on the Administrative Career Ladder," National Association of Secondary School Principals Bulletin 64:29-32, December, 1980.

Gallant's study of Ohio female school administrators included high school assistant principals. The positions held by these 52 assistant principals prior to their appointments were classified into the categories of teacher, counselor, and coordinator or consultant. Those who were teachers were appointed at a modal age of 34.5 years, while those who served as counselors or consultants achieved their appointments at ages of 40-42. Ten of the eighteen women who had served as teachers prior to the assistant principalship had spent extensive time as coaches and extra-curricular advisers. Gallant speculated that women teachers enhanced their visibility for administrative appointments by coaching or serving as activity advisers, while those in guidance and other positions gained needed visibility through contact with parents, administrators, and the community.

McCarthy, Martha, and Zent, Amy, "Affirmative Action for School Administrators: Has It Worked, Can It Survive?" Phi Delta Kappan 63:461-463, March, 1982.

To determine if Federal legislation of the Seventies had had an impact in increasing the proportion of females and minorities in educational administration, McCarthy and Zent surveyed 46 school districts in six states: California, Georgia, Indiana, Massachusetts, Nebraska, and Texas. The data suggested that affirmative action efforts had increased significantly the representation of females and minorities among administrators hired since 1975. Nearly three-fourths of the administrators hired prior to 1975 were white males, but only slightly more than half of those recently hired were white males. The pattern for women and minorities was just the opposite. Only 14 percent of the long-term incumbents were white females, but white females accounted for one-fourth of the recently hired administrators.. The ratio of males to females (65:35) among recently hired administrators showed that female representation among administrative personnel was approaching the proportion of women in the national work force (42.5 percent).

McCleary, Lloyd E., and Thomson, Scott D., The Senior High School Principalship Volume III: The Summary Report, National Association of Secondary School Principals, Reston, Va., 1978, 74 pp.

In a nationwide survey of 1,600 principals, McCleary and Thomson found women principals administering seven percent of the public high schools, forty-three percent of the religious high schools, and one percent of the private high schools during the 1977-78 school year.

Paddock, Susan C., "Women Principals: The Rule or the Exception?" National Association of Secondary School Principals Bulletin 64:1-4, December, 1980.

Paddock reported the results of a 1977 National Association of Secondary School Principals study of high school principals and a University of Oregon study of women administrators conducted at the same time. Women principals were older than their male counterparts. The modal age for women was 50, and the modal age for men was 44. Better than 21 percent of the women were members of an ethnic or religious minority group, while only four percent of the men were. Women, through their undergraduate preparation, entered the field of education earlier than the men did, but they focused on educational administration later than the men did. The men of the study had higher career aspirations than the women did. In the areas of job security, job prestige, and self-fulfillment, the women exhibited greater job satisfaction than did their male counterparts.

Pharis, William L., and Zakariya, Sally, The Elementary School Principalship in 1978: A Research Study, National Association of Elementary School Principals, Arlington, Va., 1978, 118 pp.

The trend toward a decline in women principals in the elementary schools, in effect since 1928, continued in 1978. In 1928, fifty-five percent of the elementary principals were women. This number declined to forty-one percent in the 1948 study of elementary principals. In 1958 there was a further reduction of three percent. The 1968 study found only twenty-two percent of women principals administering the elementary schools. For 1978, the number of women elementary principals had been reduced to eighteen percent.

Scriven, Alvenia L., and Nunnery, Michael Y., "Women Central Office Administrators in Large Urban Districts: Characteristics and Perceptions," Educational Horizons 52:138-142, Spring, 1974.

The survey was designed to identify and examine selected characteristics and perceptions of a sample of women holding central office administrative positions in the 26 largest school districts of the United States. The median age of the 179 respondents was 54. About 70 percent of the women were or had been married (43 percent currently married, 19 percent widowed, and 8 percent divorced.) All the women had master's degrees, and more than one-half held higher degrees. Eighty-two percent of the women had more than six years of teaching experience. Of the women who had had prior administrative experience, over one-half had been elementary principals. About two-thirds of the women occupied staff roles, and the remaining were in line positions. Their reasons for becoming interested in administration were encouragement from other administrators, higher salary, opportunity for greater service, and a desire for leadership.

Silver, Paula F., "Are Women Underqualified for Leadership?" Phi Delta Kappan 59:207, November, 1977.

Studying the 219 women's registration forms in the Computerized Research and Placement System, Silver developed a composite of the female job candidate in educational administration. The typical candidate was about 35 years old, enrolled in an educational administration doctoral program, Caucasian, and had taught for 7.5 years. A comparison of the 219 females with the 430 males in the data bank revealed the following differences. The women had been teaching slightly longer than the men. No minority females had been principals, and only white males had been superintendents. While the women were more often seeking elementary principalships and directorships, the males more frequently sought superintendencies and assistant superintendencies. The women tended to expect average salaries of about $636 less than the men anticipated.

Stockard, J., and Kempner, K.,"Women's Representation in School Administration: Recent Trends," Educational Administration Quarterly 17:81-91, Spring, 1981.

To study recent changes in educational administration, the authors examined data regarding women's representation in graduate schools of education, in professional meetings of school administrators, and in the profession in the states of California, Colorado, Idaho, Oregon, and Washington. The number of women enrolling in degree and credential programs had increased approximately six percent from 1973 to 1979. The representation of women in principalships increased 4.6 percent. There was an increase of 5.3 percent of women in consultants and/or coordinators positions, while the increase in women in superintendencies rose only one percent. There had also been an increase in women's representation on the programs of the states, but not the national meetings of administrators.

U.S. Department of Education, National Center for Education Statistics, Statistics of Public Elementary and Secondary School Systems. Fall 1979, 46 pp.

There were a total of 13,272 superintendencies in operation in 1979. Women occupied 212 of these positions. Of the total 72,878 secondary and elementary principalships available, women held 8,480 (10.6 percent). Of the 33,081 assistant secondary and elementary principalships available, women occupied 5,839 (17.7 percent). Under the category of Other Administrative personnel, females occupied 8,792 (23 percent) of the 36,935 positions available. In 1979, there were a total of 156,166 administrative positions available. Of these total positions, women occupied 14.9 percent, although they represented a majority of the classroom teachers (66.1 percent.)

U.S. Department of Education, National Center for Education Statistics, Digest of Education Statistics, 1981, 226 pp.

In 1978-79, there were a total of 111,536 master's degrees in education conferred in the United States. Women received 76,539 (69 percent) of those degrees. Of the total 7,731 doctorates in education conferred in 1978-79, women received 3,263 (42 percent). In the specific area of Educational Administration, women received 40 percent of the 10,978 master's degrees awarded. Of the 1,381 doctorates awarded in administration, women received 412 (30 percent). In 1978, women comprised 46 percent of all secondary schools and 83 percent of all elementary school teachers.

Young, Claudia, "Women in School Administration and Supervision: A New Leadership Dimension," National Association of Secondary School Principals Bulletin 60:83-87, May, 1976.

Young cited recent statistics which showed that sixty-two percent of the women in the work force had to work to support themselves or to maintain a decent standard of living when the spouse's income fell below poverty level. In a government survey in 1972, it was found that two-thirds of the women on maternity leave returned to work within a year rather than abandoning their careers for the positions of fulltime housewife and mother. Young also cited the research that showed that 56 percent of the master's degrees and 21 percent of the doctoral degrees in education were awarded to women in 1975.

ATTITUDES AND PERCEPTIONS REGARDING WOMEN AS EDUCATIONAL LEADERS

Bach, Louise, "Of Women, School Administration, and Discipline," Phi Delta Kappan 57:463-66, March, 1976.

Bach stated that women had rarely been allowed to function as secondary school administrators during the last thirty years. Although educators theoretically supported the idea that the key to learning was self-discipline, they have not always practiced this concept. Since American culture equated masculinity with control, men were chosen to enforce the imposed set of rules dictated by the school authorities. Recent court decisions that upheld codes of student rights and responsibilities have also helped to change the image of the successful high school administrators. They must be adept at helping young people control themselves, be able to lead without appearing to dominate, and be able to share the process of planning and direction with others. Bach maintained that these virtues have always been expected of the ideal woman.

Broverman, Inge K., et al, "Sex-Role Stereotypes: A Current Appraisal," Journal of Social Issues 28:59-78, February, 1972.

Administering a questionnaire of sex role standards on more than 1,000 subjects, the authors concluded that clearly defined sex-role stereotypes do exist in American society. In the testing, women were perceived as relatively less competent, less independent, less objective, and less logical than men. Men were perceived as lacking interpersonal sensitivity, warmth, and expressiveness in comparison to women. Masculine traits were more often perceived to be desirable than were feminine characteristics. Both men and women respondents incorporated the positive and negative traits of the appropriate stereotype into their self-concepts. Since more feminine traits were negatively valued than were masculine traits, women tended to have more negative self-concepts than did the men of the study.

Cirincione, Coles, Kathryn, "The Administrator: Male or Female?" Journal of Teacher Education 26:326-28, Winter, 1975.

The typical reasons usually mentioned for favoring men in educational administration were discussed in this article. The author contradicted the idea that it doesn't pay to train or promote a woman because she will marry and leave, and the investment will be wasted. According to the Department of Labor, a 20-year old man can be expected to make about seven job changes in his lifetime. The author stated that one of the problems of women was not being able to pursue further education with a singleminded purpose. At age 22-30 when men were typically enrolled in graduate school, women were expected to fulfill the traditional role of motherhood. If the woman attended graduate school, she was criticized for neglecting her family; if she opted for the family, she was considered non-assertive.

Cobbley, LeOre, "A Study of Attitudes and Opportunities for Women in Six Western States to Become Elementary School Principals," Ed.D Dissertation, Brigham Young University, 1970, University Microfilms 71-5990.

Cobbley surveyed 305 teachers, 74 women principals, and 42 superintendents employed in school districts with more than 6,000 students in Arizona, California, Nevada, Oregon, Utah, and Washinton. All groups felt the selection process was open to all who fulfilled the requirements, but women principals and women teachers felt there was bias in favor of men in the selection process. None of the groups felt that the men were better able to handle difficult problems or that men should be given special consideration to draw them into elementary education. A preference for teaching was the most frequently cited reason that women did not seek administrative roles. All groups agreed that there was no loss of femininity for women in administrative positions. It was generally agreed that women were not career minded, and their main purpose in education was to supplement their husbands' incomes.

Cochran, Judith, "How Do Women Administrators View Job Satisfaction and Discrimination?" Journal of the National Association of Women Deans, Administrators, and Counselors 41:67-68, Winter, 1978.

Cochran reported the results of a study of 105 Texas, Florida, and Washington women who received supervision credentials in 1975. The majority of these women (65 percent) did not perceive themselves as being discriminated against in employment. Over 50 percent of the women did not feel they had to work harder than a man in their position. Those who did stated they did so to establish visibility and credibility. Eighty-seven percent saw their employers and co-workers as supportive. Relating well to people was listed as their strongest asset. Eighty-two percent stated self-fulfillment in their positions as their greatest reward. Regardless of their promotions or lack of them, women in administration expressed a high degree of job satisfaction.

Erickson, Kenneth A., and Pitner, Nancy J., "The Mentor Concept Is Alive and Well," National Association of Secondary School Principals Bulletin 64:8-13, December, 1980.

Erickson and Pitner reported statistics of certified personnel in education for the state of Oregon. Forty-four percent of the certified personnel in education were men, but they held 97 percent of the administrative positions. The assumption that communities were just not ready for a female administrator was refuted in this article. More than 800 residents across the state were interviewed; 90 percent indicated they would approve of a female elementary principal; 84 percent would accept a female secondary school principal; and 86 percent would approve of a woman as a superintendent. Advice from women administrators interviewed by Erickson and Pitner included increasing visibility, finding a mentor for support, and seeking an internship.

Estler, Suzanne, "Women as Leaders in Public Education," Signs I 1:363-86, Winter, 1975.

Estler suggested three models to explain the disproportionately low number of women administrators in public education. The woman's-place model assumed that women and men have been taught to perceive their roles as distinct and separate. Leadership roles have been defined as male roles. For a woman to succeed in what society designated as a man's role meant she had failed in her assigned role. The discrimination model assumed that men advanced to higher levels because they were favored in promotional practices and that women could not advance even if they chose to. Consequently it predicted that women in education did not aspire to leadership as a result of limited opportunity. The meritocracy model assumed that the most competent people were promoted according to their ability. Estler believed that the data did not support the meritocracy model, but supported a combination of the discrimination model and the woman's-place model.

Gallup, George H., "Seventh Annual Gallup Poll of Public Attitudes Toward Education," Phi Delta Kappan 57:227-45, December, 1975.

Of the 1,558 adults who were asked the question, "Which would you personally prefer for the job of principal--a man or a woman?" 39 percent of the respondents preferred a man as principal. Seven percent preferred a woman, and fifty-two percent said it made no difference. Two percent did not respond.

Grambs, Jean Dresden, "Women and Administration: Confrontation or Accommodation?" The Education Digest 42:39-42, March, 1977.

Grambs asserted that discrimination and sex stereotyping were strong factors in the pattern of sex assignment by occupational levels from primary grades through to graduate school. Because of the ease of entry into teaching, persons in public school teaching retained their general cultural socialization relatively intact. According to the author, a female elementary teacher did not set any career goals beyond classroom teaching, which was compatible with her view of herself as a woman. Men, however, entered teaching having been socialized to seek status and advancement if at all possible.

Hennig, Margaret, and Jardim, Anne, The Managerial Woman, Pocket Books, New York, 1978, 255 pp.

The authors stated that the differences in which men and women defined a career had an important impact on their achievement. From a very early age, men expected to work to support at least themselves. For the individual woman, the emphasis was placed on the need to find someone to support her. Women defined a job as a tedious nine-to-five routine, while men defined a job as a task to be completed, a set of responsibilities to be met, or an assignment to be fulfilled. Women defined a career as self-fulfillment and making a contribution to others. Men defined a career as a series of jobs on a path leading upward with recognition and reward implied. For them a job was part of a career. Women separated the two issues completely.

Horner, Matina, "Toward an Understanding of Achievement-Related Conflicts in Women," in And Jill Came Tumbling After: Sexism in American Education, edited by Judith Stacey, et al, Dell Publishing Co., New York, 1978.

Horner restated her findings in the 1968 research study of the Motive to Avoid Success in high-achievement oriented, high-ability women who aspired to or who were capable of achieving success. The Motive to Avoid Success was scored as present if subjects, in response to a thematic lead about a successful figure of their own sex made statements in their stories about conflict, negative consequences, or denial of effort in attaining the success. In response to the male cue, 90 percent of the 88 men in the study showed strong positive feelings. In response to the successful female cue, 65 percent of the 90 women were troubled or confused by the cue. Horner surmised that excellence was associated for the women with a loss of femininity and social rejection.

Howe, Florence, "Sexism and the Aspirations of Women," Phi Delta Kappan 55:99-104, October, 1973.

Howe stated that women teachers learned early to set their aspirations low, suitably modest for a woman. Many women teachers spent their novitiate years in the classroom, knowing their goal was curriculum design or school administration; yet they did not push ahead. Howe suggested that the status of women in public education today reflected their unwillingness to struggle, their wish to avoid a conflict, and/or their acceptance of the legitimacy of their inferior status.

Koontz, Elizabeth, The Best Kept Secret of the Past 5,000 Years: Women Are Ready for Leadership in Education, Phi Delta Kappa Educational Foundation, Bloomington, Indiana, 1972, 47 pp.

Koontz stated: Women have in fact, been around, since the Stone Age, but the names of few appear in 5,000 years of written history. In other words, more than half of the world's population has been kept under wraps for as long as mankind has existed. . . . Women educators will continue to be anonymous or even nonexistent unless they pursue their careers to the fullest.

Lovelady-Dawson, Fannie, "Women and Minorities in the Principalship: Career Opportunities and Problems, National Association of Secondary School Principals Bulletin 64:18-28, December, 1980.

The author believed there was no single explanation why women and minorities were underrepresented in the principalship, but one prevalent explanation was very clear. Those persons charged with making recruitment, placement, and promotion decisions made such decisions to include others with whom they were more closely identified. The current administrative leadership of the school, largely white and male, has chosen and continues to choose, other white males for leadership openings.

McPheron, L., and Smith, J. K., "Women Administrators in Historical Perspective: Toward an Androgynous Theory of Leadership," Educational Horizons 60:22-25, Fall, 1981.

McPheron and Smith reviewed the literature of leadership theory which had been based on psychosociological models of human development which presupposed that certain virtues were sex related. In the case of leadership, the model was based on male virtues. The authors supported an androgynous theory which assumed that it was not only possible, but highly desirable for both sexes to possess characteristics which had been traditionally linked to either males or females. Under this theory, a list of character traits for leaders included both "masculine" traits of courage and assertiveness, and "feminine" traits of nurturance and supportiveness. McPheron and Smith believed that this theory could eliminate much of the sex role stereotyping found in administrative literature.

Mead, Margaret, Male and Female, William Morrow & Co., New York, 1949, 477 pp.

Mead cited a 1946 Fortune poll in which men stated they preferred to marry a moderately successful girl rather than an extremely successful one. Men wanted their wives both to reassure them by being less successful than they were and to gratify their competitive aspirations, vicariously, by being successful. Mead believed that, throughout her education and her development of vocational expectancy, the female was faced with the dilemma of displaying enough of her abilities to be considered successful, but not too successful; enough ability to get and keep a job, but without the sort of commitment that would make her either too successful or unwilling to give up the job entirely for marriage or motherhood.

Najib, Judith, "Professional Preparation and Perceptions of Indiana Senior High School Women Teachers Relative to the Perceived Opportunity to Pursue an Administrative Career at the Senior High and/or Central Office Level." Unpublished Ed.D. Dissertation, Ball State University, 1981.

Najib reported the results of a questionnaire sent to 1,000 Indiana senior high school women teachers of whom 622 responded. One hundred forty-two respondents (22.8 percent) indicated an interest in pursuing an administrative career. Seventy-six percent of the 622 respondents indicated a lack of encouragement from administrators in their home district in regard to pursuing a career in administration. Twenty-one percent of the respondents perceived the major reason that women have not pursued careers in administration was due to family responsibilities. Twelve percent of the respondents perceived the socialization process imposed on the American female as a reason women have not pursued careers in administration.

Neidig, Marilyn, "The Rise and Decline of Women Administrators," National Elementary Principal 56:53-54, November, 1976.

In view of the continuing decline of the number of women elementary principals, Neidig believed that it was all the more important to end the misconceptions and traditions that lead to sex role socialization. Women must be motivated to compete, to show professional perseverance, and to seek out and apply for administrative positions with a greater degree of responsibility. Since children gain many of society's values through the educational system, the author believed that the continuation of sex stereotyping would produce another generation of students unable to participate productively in leadership roles as adults.

Ornstein, Allan C., "What Does Affirmative Action Affirm?" Phi Delta Kappan 57:242-245, December, 1975.

Ornstein stated that although most American agreed on the need to overcome the stigma of past discrimination against minorities and women, the recent trend toward giving preferential treatment to people because of their minority status or female status had caused uneasiness and controversey. Ornstein believed that educational systems were no longer hiring the best-qualified candidates. Rather they were hiring from a limited, and sometimes unqualified pool, at unusually high salaries, to achieve a certain proportion of minorities and women. The author felt that this situation mocked academic standards and special excellence. It masked new forms of discrimination with the hypocrisy of egalitarian reform.

Pallante, James J., and Hilton, Cheryl, "Authority Positions for Women: Principalships in Public Education," Contemporary Education 48:206-10, Summer, 1977.

The authors stated that the dominance of principalships by men in recent years had to some extent sex-typed the job, and the job, tended to attract or be allocated to members of only one sex regardless of the qualifications of individual members of the other sex. Pallante and Hilton believed that the crucial issue was aspiration. The fact that female high school graduates had higher achievement records and lower vocational goals than males suggested an acceptance by women of their "inferior status" and its legitimacy. From their research, the authors concluded that women showed little interest in preparing for the position of principal.

Peters, Jacqueline, "The Quest of the New Woman in Public School Education: 1980," National Association of Secondary School Principals 64:14-18, December, 1980.

Peters cited the Getzels model of organizational behavior to explain the prevailing role of the woman educator. In the Getzels model, each social system consisted of two dimensions: the nomothetic and the idiographic. The nomothetic included the roles in the institutions of the social system (such as the principal, teachers, counselors, and students) and the expectations associated with these roles. The idiographic dimension represented the individuals in these roles with their different personalities, backgrounds, and needs. The nomothetic expectations of the patriarchal public school system had been that females were suited to the more maternal, nurturing, teaching roles while males were suited to the more dominant, authoritative, administrative roles. Because of their conditioning since childhood to take a passive stance toward men in sibling, marital, and occupational roles, women tended to take their assigned place in the public school system willingly.

Picker, Ann M., "Female Educational Administrators: Coping in a Basically Male Environment," Educational Horizons 58:145-149, Spring, 1980.

Picker's study sample was drawn from 100 male and 100 female administrators in eight suburban school districts in Los Angeles County. In addition to the questionnaire submitted to the 200 administrators, she also interviewed 24 of the female administrators as to their perceptions of discrimination. Picker reported that the women felt they had to be more highly qualified than their male counterparts. Although they did not feel they had been discriminated against, they did observe discriminatory practices toward other women in educational administration. They indicated that females frequently tended to be stereotyped into "caretaker roles" while the male administrators were responsible for areas such as curriculum and budget.

Rosser, Phyllis, "Women Fight Old Boys for School Administrator Jobs," Learning 8:30-32, March, 1980.

Rosser's premise was that women were dealt out of administrative jobs via the "old boys network." Male principals, central office personnel, powerful department heads, or even visiting book salesmen passed the word among themselves of openings in districts before job openings were even posted. Women also missed out on superintendencies because they were not a part of the network, which recommended most of the people for the top jobs, especially in the larger school districts with 25,000 students and over. Many districts conducted national searches by hiring consulting firms that specialized in this area, or by contacting a professor at one of the large graduate schools of administration. These consultants and professors had a network of friends and acquaintances from whom they solicited recommendations. In order to be considered for the position, a woman had to know someone in the inner circle. Merit was simply not enough.

Stockard, Jean, "Public Prejudice Against Women School Administrators: The Possibility of Change," Educational Administration Quarterly 15:83-96, Fall, 1979.

In this study of 812 Oregon residents, Stockard examined their responses toward women as public school administrators and whether or not contact with a woman school administrator would override the influence of education and region of residence in influencing prejudicial opinions of women administrators. As the author had hypothesized, people with higher levels of education and people from urban areas were more supportive of women administrators as secondary principals and superintendents. The impact of knowing a woman administrator and the age factor explained only from 0.2 to 3 percent of the total variation in prejudiced areas. Stockard hypothesized that this could be due to the fact that very few women were in line positions of authority in administration. Stockard believed that women must be hired for the more powerful line positions in order to change prejudicial attitudes against women administrators.

Taylor, Suzanne, "The Attitudes of Superintendents and Board of Education Members in Connecticut Toward the Employment and Effectiveness of Women as Public School Administrators," Ph.D. Dissertation, University of Connecticut, 1971, University Microfilms 71-18452.

Taylor used the Ringness Attitude Research Instrument to survey 321 school board members (216 males and 105 females) and 84 superintendents (all male) to determine the criteria for choosing public school administrators in Connecticut. Female school board members evidenced favorable attitudes toward women in administration, but male school board members and superintendents were somewhat less favorable or neutral. Sixty percent of the superintendents thought that sex should be a determining criteria for the positions of superintendent and secondary school principal. Male school board members who had worked with female administrators were more favorable than those who had not. Although half of the school districts said they encouraged women to apply for administration, in a choice between candidates of approximately equal qualifications, a man would be chosen. Women were more likely to be appointed as central office supervisors, assistant secondary principals, elementary principals, or assistant elementary principals.

Taylor, Suzanne, "Educational Leadership: A Male Domain," Phi Delta Kappan 55:124-28, October, 1973.

Taylor began the article with a historical perspective of male dominance in educational administration. In reviewing the statistics that women received more than 20 percent of the doctorates in education in 1972, the author believed that lack of preparation was not a legitimate explanation for the scarcity of women in administration. Analysis of the data in Taylor's 1971 doctoral dissertation revealed that sex was the only factor which appeared to have any significance on the hiring process. Age, type of position previously held, length of experience, and size of the school district did not have any valid correlation with the hiring process.

Van, Mier, Edward J., "Sexual Discrimination in School Administration Opportunities," Journal of the National Association of Women Deans, Administrators, and Counselors 38:163-167, Summer, 1975.

In reviewing the literature concerning the claim that men were better suited for leadership in educational administration, Van Mier indicated there was little support for this view. Although the bias of male superiority had no justifiable basis, the author believed it was likely to continue until the social and cultural expectations of women were modified and an increasingly larger number of women sought administrative credentials and positions.

Women on Words and Images, NOW, "Look Jane Look. See Sex Stereotypes," in And Jill Came Tumbling After: Sexism in American Education, pp. 159-177, edited by Judith Stacey, et al, Dell Publishing Co., New York, 1978.

Sex role stereotyping of males and females in education did not begin when the first woman applied for an administrative position. It began in the basal readers. In the 2,760 stories studied by this committee, a young girl was constantly being "sold" on nursing over doctoring, stenography over business administration, and on motherhood over all alternatives. In many of the elementary school textbooks, boys were depicted as ingenious, clever, creative, and resourceful. Girl characters exhibited mild, soft, spiritless behavior within the readers. They were the spectators of life. The authors called for publication of future readers that did not arbitrarily bar women and girls from the rights, privileges, pursuits, and pleasures granted to men and boys, nor deny them abilities and occupations males have dominated until now.

BEHAVIORAL STUDIES OF WOMEN IN LEADERSHIP POSITIONS

Arons, Elizabeth L., "Male and Female Administrative Potential--Is There a Difference?" National Association of Secondary School Principals Bulletin 64:5-8, December, 1980.

Administering the Educational Administrative Style Diagnosis Test developed by Reddin and Reddin, Arons concluded that there were no significant differences in three areas: Task Orientation, Relationships Orientation, and Effectiveness. The 98 candidates (45 male and 53 female) also displayed similar motivations in their desires to become school administrators. For both groups, the school principal was seen as a key figure in their deciding to pursue a career in school administration. Arons recommended more attention be paid to potential female administrators to ensure that capable women were encouraged to enter administrative careers.

Fishel, Andrew, and Pottker, Janice, "Performance of Women Principals: A Review of the Behavioral and Attitudinal Studies," in Sex Bias in the Schools, pp. 289-299, edited by Janice Pottker and Andrew Fishel, Associated University Presses, New Jersey, 1977.

Fishel and Pottker reviewed nine of the studies that analyzed the behavior of male and female principals. According to their findings, the behavioral studies clearly indicated that in terms of ability to supervise and administer a school and to maintain good relations with students and parents, the few women who had been able to obtain administrative positions had performed as capably, if not more capably, than their male counterparts. The idea that teachers preferred working for men was not borne out in these nine studies. The authors believed there was no justifiable reason for male domination of leadership positions in education.

Fishel, Andrew, and Pottker, Janice, "Women Lose Out Is There Sex Discrimination in School Administration?" The Clearinghouse 47:387-391, March, 1973.

Reviewing the literature of studies of principals, in Florida, Michigan, and the nation, which showed that women performed as well as and often better than men in a leadership role, Fishel and Pottker concluded that society would benefit from relaxing the unwritten rules against women as educational leaders. There would be greater social justice and less waste of talent. Since the studies showed women to be more competent and more child-oriented than their male counterparts, their leadership would provide a more humanistic and effective schooling process.

Frasher, James M., and Frasher, Ramona,"Educational Administration: A Feminine Profession," Educational Administration Quarterly 15:1-13, Spring, 1979.

Frasher and Frasher reviewed seven studies which compared male and female administrative behavior during the past two decades, and concluded that there had been either no sex differences or women had received higher ratings. The authors condemned the past practices of administrator selection that ignored documentation that women had been highly capable administrators, but also failed to acknowledge the evidence that most "feminine" types of behaviors, exhibited by principals had been judged by experts, supervisors, and teachers as the most effective administrative behaviors.

Grobman, Hulda, and Hines, Vynce A., "What Makes a Good Principal?" National Association of Secondary School Principals Bulletin 40:5-16, November, 1956.

Grobman and Hines summarized the results of a six-year leadership study conducted by the University of Florida College of Education. Funded by the Kellogg Foundation, the research was done in a large metropolitan county in Florida where all levels of socio-economic classes were found in the educational system. In the democratic versus authoritarian behavior scale, women principals operated democratically 22 percent more often than men. In terms of the most effective responses to given administrative practices, women outscored the men by 18 percent. Parents also approved of the women's handling of discipline more often that that of the men. In evaluating teacher and student morale, program development, and use of desirable teaching strategies, women also outscored the men principals. Although a man received the highest average of all principals ranked, the following nine positions were occupied by females. A man principal ranked eleventh, and then the females again dominated the rankings.

Gross, Neal, and Trask, Anne, The Sex Factor and the Management of Schools, John Wiley and Sons, Inc., New York, 1976, 279 pp.

During the 1950's, Gross and Trask collected data from 91 female and 98 male principals, as well as 1,303 teachers in 41 cities in the United States to determine if there was a relationship between gender and competency in principals of elementary schools. Their findings indicated that women placed greater emphasis on three criteria for evaluating schools: its concern with individual differences among its pupils, the social and emotional development of its pupils, and its efforts to help "deviant" students. In evaluating teachers, women placed more emphasis than men on the technical skills of teachers and to the extent to which they fulfilled their organizational responsibilities. Their study also indicated that the professional performance of teachers and the amount of student learning were higher on the average in schools with women principals. It was determined that the morale of the staff did not depend on the sex of the principal.

Hemphill, J. K.; Griffith, D. E.; and Frederiksen, N., Administrative Performance and Personality, Teachers College Press, New York, 1962, 103 pp.

This study which involved 232 principals, (137 men and 95 women) concerning the principals' effectiveness, was conducted on a nationwide basis. The authors stated that there was probably no reason to prefer men over women as principals. Women possessed attributes such as greater knowledge of subject matter and instructional techniques; working well with teachers and outsiders; concern for objectives of teaching; concern for pupil participation; and concern for evaluation of learning to a significantly greater degree than did men. When performance was evaluated by their superiors and by teachers, both groups expressed negative comments toward men principals and were generally positive toward the women principals. Superiors and teachers showed a preference for the decision-making and problem-solving behavior of the women. The women principals sought and used information from others and involved both superordinates and subordinates in decision-making, whereas males tended to act alone.

Hoyle, John, "Who Shall Be Principal--A Man or a Woman?" National Elementary Principal 48:23-24, January, 1969.

Hoyle conducted a study that compared the manner in which male and female principals made decisions and solved problems by administering Randall's Problem-Attack Behavior Inventory to faculty members in 30 Texas suburban elementary schools. The areas analyzed were: Problem-recognition, Problem-analysis, Group participation, Administrator action, and Administrator evaluation. In the study 216 teachers described 21 male principals, and 98 teachers described 9 female principals. A comparison of the results revealed that teachers described female administrators as noticing potential problem situations and reviewing results of action significantly more than male administrators did. On other variables, differences were not significant. Two-thirds of the male administrators in the study had less than six years of elementary school teaching experience prior to becoming principals. Eighty-eight percent of the female principals had become principals after six or more years of teaching. Hoyle surmised that the female principals' longer years of service in teaching may have accounted for the higher behavior scores they received in recognizing potential problems and evaluating results of actions.

Linton, Dolores, "Perceptions of Women as Principals in an Elementary School District," Ph.D. Dissertation, United States International University, 1974, University Microfilms, 74-20526.

Linton studied the responses of 81 male and 257 female teachers who rated female principals' performances in comparison to male principals' performances in the areas of administration, curriculum, and interpersonal relations. Male teachers rated male principals on an average 10 percent higher than they rated females. Female teachers rated female principals two percent higher than they rated male principals. On the whole, male and female teachers were positive to female principals, but female teachers were more so. Eighty percent of the women teachers expressed willingness to work with a female principal, and seventy-five percent of the male teachers were willing to work with female principals. Some prejudice was found against female principals (18.5 percent of men and 16.7 percent of women). Having had previous experience working with a female principal was not a factor in more favorable responses toward females. Female principals received less favorable responses from both men and women teachers in the areas of encouraging freedom of expression and critical thinking on controversial issues.

Longstreth, Catherine, "An Analysis of the Perceptions of Leadership Behavior of Male and Female Secondary School Principals in Florida," Ed.D. Disseration, University of Miami, 1973, University Microfilms 73-25894.

Longstreth used the Leader Behavior Description Questionnaire, XII, to survey 17 female principals, 20 male principals, their superordinates, and their subordinates. There were no significant differences in the perceived degree to which male and female principals reconciled conflicting demands, used persuasion and argument effectively, allowed followers scope for initiative, actively exercised their leadership roles, and maintained cordial relations with supervisors. Both men and women subordinates perceived female principals to speak and act as a representative of the group to a higher degree than the men. Men subordinates thought that both male and female principals applied pressure for productive output more than the female subordinates did. Female principals perceived themselves to regard comfort, well-being, status, and contributions of the staff to a higher degree than did the male principals.

Morsink, Helen M., "Leader Behavior of Men and Women Secondary School Principals," Educational Horizons 48:69-74, Winter, 1968-69.

To determine if, and to what extent, men and women secondary school principals behaved differently as leaders, fifteen men and fifteen women principals in Michigan were compared in their leader behavior as perceived by their faculty members. Morsink used the Leader Behavior Description Questionnaire, Form XII, which measured twelve dimensions of leader behavior. A total of 159 women teachers and 169 men teachers completed the instrument. On two dimensions of leader behavior, Tolerance of Uncertainty and Consideration, there were no significant differences between the men and women principals. On one dimension of leader behavior, Tolerance of Freedom, men principals were given a significantly higher score. On all other dimensions of leader behavior, women principals were perceived to behave in a significantly different manner: Representation, Reconciliation of Conflicting Demands, Predicting Outcomes Accurately, Maintaining a Closely-knit Organization, Maintaining Cordial Relations with Superiors, and Striving for Higher Status. These differences were all beyond the .05 level of significance.

Seawell, William H., and Canady, Robert Lynn, "Where Have All the Women Gone?" National Elementary School Principal 53:46-48, May, 1974.

Seawell and Canady reported the results of a research study conducted for the Virginia Department of Elementary School Principals. Only 8.6 percent of the men had ten or more years of experience as elementary school classroom teachers compared to 65.9 percent of the women. In educational preparation, 10.4 percent of the men majored in secondary administration, 30.1 percent in general administration, and only 2.8 percent of the men had majored in elementary school administration. Since 34.8 percent of the women majored in elementary school administration, 11.6 majored in elementary instruction, and 22.3 percent majored in elementary supervision and curriculum, it was concluded that women were better prepared for their specific positions. Women principals devoted more time than did the men to professional growth activities, 34.6 percent as compared to 21.0 percent for the men. Other findings were that the women were more influential in selecting instructional materials for their schools, and more women worked cooperatively in determining instructional procedures than the men principals did.

Smith, Judith, "Encouraging Women to Enter Administration," National Association of Secondary School Principals Bulletin 61-62:114-119, May, 1978.

Smith reviewed a 1975 Pennsylvania study of women employed as principals and assistant principals who were rated by their superintendents with regard to 34 characteristics. Approximately 85 percent of the superintendents from the 126 school districts that employed women as building administrators responded to the study. More than two-thirds of the superintendents rated the women's knowledge of curriculum as good or excellent, and only slightly more than five percent did not perceive the women as at least satisfactory. With regard to building climate and encouraging creativity in staff and students, two-thirds of the superintendents rated the women as either good or excellent. Only 10 percent of the superintendents found the women to be less than satisfactory in this area. In the areas of leadership characteristics, human relationships, analysis, and evaluation, the women were found to be good or excellent by a majority of the superintendents. The only area in which the superintendents did not rate the women with high marks was in budget preparation. Only one-fourth of the superintendents rated the women as either good or excellent in this area. Smith recommended that women be encouraged to enter administration and to seek inservice training in the area of budget preparation.

PROGRAMS AND PROCEDURES FOR INCREASING REPRESENTATION OF WOMEN IN EDUCATIONAL LEADERSHIP

Adkison, Judith A., and Bailey, Jerry D., "Increasing Women's Participation in Educational Administration," Education Digest 46:10-13, February, 1981.

In this article, the authors discussed ICES: A Project of Internships, Certification, Equity-Leadership, and Support, a two-year project designed to increase women's representation in educational administration. By involving the assistant commissioner of the Kansas State Department of Education and the executive Director of the United School Administrators of Kansas on the executive committee, they were able to get 10 superintendents to agree to involve their districts in the project. The ICES program consisted of four elements: Internship, Certification, Equity-leadership, and Support networks. Thirteen women completed the project and secured administrative positions. The coordinators of the project believed that the success of the program was due to the active cooperation of the influentials of the state educational system and the external funding under a grant from the Women's Educational Equity Act Program.

Cronin, Joseph M., and Pancrazio, Sally B., "Women as Educational Leaders," Phi Delta Kappan 60:583-585, April, 1979.

Cronin and Pancrazio recommended the following steps to achieve equal employment opportunities for leadership roles. State school board associations and state boards of education should sponsor conferences for women who aspire to management positions. Universities should identify talented women on their lists of nominees for key jobs in education. Deans and department chairmen should sponsor these women as men have been sponsored in the past. State education agencies should give women information on certification and provide opportunities for internships. Women aspiring to leadership must also take responsibilities for themselves and get the academic credentials associated with leadership.

Dale, Charlene T., "Let's Open District Doors to Female Administrators," Nation's Schools 93:12,16, June, 1974.

As a result of Federal legislation such as Title IX, Dale believed it was likely that school districts would be challenged from within to make changes in the way they treated women. Five recommendations were made to meet these challenges. First, school districts should realize that boys and girls are not receiving equal education if the principal is always a man. Dale believed that this situation caused girls to philosophically accept the fact that leadership roles were reserved for men. School districts should also initiate dialog with local leaders of the women's movement for advice on the issues most important to the local citizen groups. In the hiring of school officials, schools should realize that brains are a better tool for dealing with human problems than physical force. School districts should also expand their pool of leadership to include women, and establish an affirmative action plan for the district.

Farley, Jennie, Affirmative Action and the Woman Worker, AMACOM, New York, 1979, 225 pp.

Farley reviewed the affirmative action legislation of the Seventies, and discussed the responsibilities of the personnel managers in implementing the letter and the spirit of the law. The recruitment and the selection process had to be widened in order to eliminate discrimination against women and minorities. The author also discussed women's work problems relating to their femininity, including sexual harassment in the work situation.

Gordon, R. Susan, and Ball, Patricia G., "Survival Dynamics for Women in Educational Administration," Journal of the National Association of Women Deans, Administrators, and Counselors 40:46-48, Winter, 1977.

Gordon and Ball stated that women in administration should act as mentors to seek out and provide opportunities for other capable women through inservice programming and intern experiences. National, regional, and local workshops should be held to equip women with the strategies as well as the skills for moving into the administrative mainstream. Potential women candidates should become involved in the budgetplanning sessions of their educational systems to increase their knowledge in this area. Women should also actively participate in professional organizations, write articles, and develop workshops concerned with leadership roles.

Kimmel, Ellen; Harlow, Dorothy;, and Topping, Mary, "Special Programs to Promote Women into Educational Administration," Phi Delta Kappan 60:586-589, April, 1979.

The authors discussed programs in operation from 1976 to 1979 that had been designed to give training and support for women desirous of administrative positions. Sponsored by WEEAP, the FLAME project, conducted in Texas, provided regular doctoral work, intensive internship, and training in management styles. Project Delta, also funded by WEEAP, was conducted in Kansas and focused on leadership strategies and communication styles. At the University of South Florida, the Women and Administration Institute was concerned with exploring leadership roles and sex-role socialization. Conducting more short-term institutes was recommended to promote the hiring of competent,qualified women as administrators.

Kimmel, Ellen; Harlow, Dorothy; Topping, Mary, "Training Women for Administrative Roles," Educational Leadership 37:229-231, December, 1979.

The authors explained the goals of the South Florida's Women and Administration Institute, designed to help women move into administrative positions. The primary emphasis was on research, organizational behavior, the psychology of leadership, and the documented status of women in education. Data obtained in follow-up interviews indicated that several of the graduates from the 1976 and 1977 institutes had entered doctoral programs in administration, in order to increase their qualifications for leadership. Of those graduates already qualified, many were interviewing for and some had gained administrative positions. All participants reported increased positive attitudes of their own capabilities as educational leaders.

Levandowski, Barbara, "Women in Educational Administration: Where Do They Stand?" National Association of Secondary School Principals Bulletin, 61:101-106, September, 1977.

Levandowski reviewed the legislative acts and executive orders enacted to improve the status of women in educational administration. Title IX of the 1972 Education Amendments prohibited discrimination on the basis of sex under any educational program or activity receiving federal financial assistance, including school districts, their professional employees, and students. It did not require, however, any affirmative action on the part of the educational institution to rectify disproportional male/female distribution of faculty, staff, and students which already existed.

Lyman, K. D., and Speizer, J., "Advancing in School Administration: A Pilot Project for Women," Harvard Educational Review 50:25-35, February, 1980.

Lyman and Speizer reported the effectiveness of the 1977 and 1978 Institutes for Women in Educational Administration held at Simmons College. These Institutes focused on the organizational knowledge and skills necessary for job advancement and on identifying and overcoming the effects of past socialization and discrimination. In a follow-up interview, forty-two percent of the 31 participants in the First Institute reported changes in their jobs with increased responsibilities in administration after attending the First Institute. Four of the twenty-three participants in the Second Institute reported increased responsibilities in administration within six months of their attendance.

Lyon, Catherine Dillon, and Saario, Terry N., "Women in Public Education: Sexual Discrimination in Promotions," Phi Delta Kappan 55:120-123, October, 1973.

Lyon and Saario defined discrimination against women in educational administration, not in terms of entry levels to the profession, but in terms of denied access to the routes of professional advancement. Lynn and Saario recommended several steps to remedy this situation. School districts should survey female personnel for interest in administrative positions and should design and implement professional career ladders leading to promotions for these individuals. The authors also stated that school boards should actively seek female applicants for the superintendency and other line positions.

McCarthy, Martha, and Webb, Lillian, "Woman School Administrators: A Status Report," National Association of Secondary School Principals Bulletin 61:49-57, April, 1977.

The authors proposed several methods for altering the ill-training of women in techniques for securing administrative positions. Training programs should guide women to exhibit tolerance, sensitivity, and respect for their male co-workers. Women should not expect special treatment because they have chosen to combine a professional career with the roles of wife and mother. Women should "wave their ability" rather than "women's liberation flags." Programs should be developed to help women develop assertiveness, a middle ground between passivity and aggression.

Timpano, D. M., "How to Tell if You're Discriminating Against Would-be Women Administrators, and What to Do About It if You Are," The American School Board Journal 163:19-23, June, 1976.

Timpano suggested several steps that members of school boards could take to demonstrate a commitment to equal employment of women. One of these suggestions was to encourage the appointment of more women to serve on selection committees. A second step was to widely announce every opening through varied media and methods, allowing sufficient time for submission of applications. A third suggestion was to circulate announcements and information among sources such as the National Council of Administrative Women in Education. School board members should also discourage the filtering down of information about job openings through the informal buddy system. Another option recommended was the encouragement of women within the district to participate in leadership activities and committees.

Witte, Sue, "How Do I Get the Job Now That I'm Educated?" National Association of Secondary School Principals Bulletin 64:39-41, December, 1980.

Witte offered these suggestions to the woman looking for an administrative position. Volunteering for membership on curriculum committees would label the potential candidate an expert in the field and also provide contacts with fellow educators and administrators who did the hiring. Offering extra services such as craft classes and recreation opportunities would increase the candidate's visibility in the community. Becoming a selective joiner of professional organizations and community activities would give the woman the opportunity to meet and work with the citizens in the community and also increase the candidate's visibility.

Zakrajsek, Barbra, "Obtaining a Principalship," National Association of Secondary School Principals Bulletin 60:94-98, April, 1979.

Zakrajsek recommended a plan of action for women who aspire to a position of educational leadership. Women should not only receive the necessary education for certification, but they should select a training institution of high quality. The woman candidate should also be ready to present a stronger justification for herself than a male candidate would have to do for himself. It would be highly advantageous to present previous teaching records that reflected stability and consistent service since some of the arguments against hiring women have centered around the amount of sickness and the inability to remain employed.

SUMMARY AND CONCLUSIONS

Women have predominated as school teachers in our country since the Civil War, yet men have always dominated the administration of our schools. Several processes diverted women from leadership positions in the past. One process was related to the woman's response to society's role definitions that defined women as helpers, nurturant, warm and human, but not as leaders. (Estler: 366) As a result of sex-role stereotypes, which had been accepted by both men and women of all ages, religions, economic and educational levels, women were perceived as relatively less objective, less independent, less competent, and less logical than men. (Broverman, et al: 61) The myth that men were more capable than women was carried down through all of our institutions. Women grew up with the family, school, church, and society's predisposed ideas as to what a woman's temperament should be. (Zakrajsek: 94) The fact that female high school graduates had higher achievement records and lower vocational goals than males suggested an acceptance by women of their "inferior status." (Pallante and Hilton: 208) The effect of this sex-role stereotyping was that a relatively low number of women sought credentials for leadership positions.

Another popular rationalization for appointing men rather than women to administrative positions was that men were better suited to be principals. However the behavioral studies comparing men and women as principals did not support this rationalization. In the area of supervision, the studies supported the following conclusions. Women

principals exercised the behaviors of Persuasiveness, Predictive Accuracy, Production Emphasis, and Integration to a greater degree than did men principals. (Morsink: 72) Women principals were more aware of potential problem students. (Hoyle: 24) Women principals placed a stronger emphasis on the learning process and showed greater concern for the objectives of teaching than did the men. (Hemphill, Griffith, and Frederiksen: 90) The data also indicated that the professional performance of teachers and the amount of student learning were higher in schools with women principals. (Gross and Trask: 219) Parents approved more often of the learning outcomes and activities and of the handling of student discipline in schools with women principals. (Hines and Grobman: 14) Women principals were generally more democratic in the way they operated their schools. (Hines and Grobman: 14) Women principals spoke and acted more often as a representative of the group. (Morsink: 72) In the studies comparing male and female administrative behavior conducted during the past two decades, whether on the basis of administrators' own responses, superiors' ratings, or subordinates' ratings, there were either no sex differences or women received higher ratings. (Frasher and Frasher: 1)

One frequently stated reason for the disproportionately low number of women in administration was that women lacked the appropriate graduate education to qualify for the principalship. In 1962, men held four doctoral degrees to every one held by women. (Van Mier: 163) The number of women receiving doctorates in education in 1978-79 increased to 42 percent of the total degrees awarded and to 30 percent

of the degrees awarded in educational administration, specifically. (U.S. Department of Education: 1981, 120)

Another explanation for the underrepresentation of women in the principalships was that those persons charged with making recruitment, placement, and promotion decisions made such decisions to include others with whom they were more closely identified. Since the administrative leadership was largely white and male, they chose other white males for leadership openings. (Lovelady-Dawson: 21)

That the general public would not support or approve of a woman administrator was also a reason given for not promoting women to administrative positions. However, in a national poll, over half of the respondents did not care whether the principal was a man or a woman. (Gallup: 235)

As a result of mounting public criticism concerning discriminatory practices toward women and minorities, Congress passed what is commonly called Title IX of the 1972 Education Amendment Acts which prohibited discrimination under any educational program or activity receiving federal financial assistance; including school districts, their professional employees, and students. It did not require, however, any affirmative action on the part of the educational institutions to rectify disproportional male/female distribution of faculty, staff, and students, which already existed. (Levandowski: 104)

In a 1980 survey of 46 school districts in six states, it was found that women and minorities were making strides in securing greater representation in public school administration since 1975, but with

declining school enrollments, and federal budget cuts of special educational programs, recent affirmative action gains may be jeopardized. (McCarthy and Zent: 463)

There were a total of 13,272 superintendencies in operation in 1979, and women occupied only 212 of these positions. Women held 10.6 percent of the elementary and secondary principals positions, and 17.7 percent of the assistant elementary and secondary principals positions. Of a total of 156,166 administrative positions available, women occupied 14.9 percent, although they represented a majority (66 percent) of the classroom teachers. (U.S. Department of Education: 1979, 16) These statistics indicated that the American public schools must increase their affirmative action efforts before there is an equitable representation of women in administration.

RECOMMENDATIONS

Upon completion of this review of the literature, it is recommended that:

1. The public schools should develop programs to help women students and teachers revise their aspirations toward leadership. This can be accomplished to some degree by elimination of sexist curricula, and implementation of career counseling and leadership-training programs.

2. School districts should actively seek female applicants for the superintendency and other administrative positions.

3. Schools of education should actively encourage women to return for certification and advanced degrees in educational administration.

4. Placement offices should identify employment of women in leadership positions as a top priority.

5. More programs such as ICES, Project Delta, and Project Flame should be developed to provide women with the educational credentials and the strategies for securing positions in administration.

6. Women should reject the traditional sex-role stereotyping which suggested that women were less capable than men in leadership positions.

7. Women should prepare themselves as administrators in high-quality institutions of education.

8. Women should seek internships and mentors for support.

9. Women who desire administrative positions should increase their visibility by becoming selective joiners of organizations, sponsoring extra-curricular activities, and writing articles.

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